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# The Modern Language Journal

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CH. 1.

# THE Modern Language Journal

Volume II

OCTOBER, 1917

No. 1

## THE IDEALS OF THE PROFESSION<sup>1</sup>

X The older and more experienced the human race grows, the more attention men pay to the world they live in, both the physical and the spiritual. Accumulating knowledge makes life more and more intricate. The solution of one problem leads to other problems before unknown. Old subjects assume new phases and new subjects enter the field. Education is not to be compared to a placid lake, but to a swift, widening river. Today we take our bearings by fixed objects along the shore, and tomorrow we can no longer use our reckonings.

If it were possible to plot as a curve the average education of each century for the last three thousand years, studying particularly the tendency to rise from the dead level, we should be amazed at the higher reaches of the lines of the last few centuries. Remember, I refer to average lines, taking into account the whole century and all progressive countries, not to the lines of individual brilliant men, which, even in dark ages and backward countries, often shoot far above any level hitherto reached, to heights before undreamed of. But every time one such bold line soars aloft it lifts all later lines a little bit higher.

Education is a process of self-culture under influences, in the home, the school, and the church, all three more or less simultaneously, but completed for the most part out in the world. Ideals are formed in the home, the school, and the church; they are put to the test in the world. Knowledge is acquired through

<sup>1</sup>Paper read before the Modern Language Conference at the meeting of the National Education Association, held at Portland, Oregon, July, 1917.

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all these agencies; it is tested in the world. Some of the teaching of early life may not stand the test of experience, and may have to be discarded, perhaps with pain and regret. Much may in time be found to have no further usefulness and be painlessly forgotten. These experiences are common to all educated people. Correction of error, clarifying of perspective, overcoming of prejudice, and broadening of sympathy, these are the basic processes of education.

In a well built monument every piece that enters into the structure has the proper size, shape, and material. So it is with a well ordered education. If one part is too small or too large, or its shape does not fit the design of the whole, the harmony of the finished structure is marred. If one bit of material is defective it is sure to be discovered and will have to be replaced. But the great accuracy and full knowledge with which an education should be designed needs no further illustration before such a body as this. The seriousness of the matter, however, is not universally recognized.

Most of the defects in the American educational system are well enough known to most of our live educators, but unfortunately not to most of the lay officials clothed with political authority over them. And yet if there is any one part of the system to which comprehensive expert knowledge is absolutely indispensable it is the court of final appeal. But as a nation we have not yet grasped that idea. We are still too young, too conceited, too full of inertia, too given to saying that what was good enough for father is good enough for me,—a reactionary doctrine which lies like a mountain of death athwart the path of progress.

Who is to overcome this inertia and lack of vision? The teaching profession. We must not neglect the youth under our care, neither must we fail to see to it that the older public, at least the next generation, if not this, is enlightened and inspired with loftier ambitions. Our educational ideals need to be raised to the proper level. They need also to be clearly defined and made a matter of public pride. When that is accomplished, our country, the youngest of the greater nations, may erect as a companion piece beside the statue of Liberty enlightening the world another statue of Enlightenment liberating the world.



What I have said thus far bears on all branches of our educational system, more or less. We here are concerned primarily with one of these branches, that of modern foreign languages. We are here to discuss their proper place in our general curriculum, and more specifically the ideals of foreign language instruction and how to realize them.

The time in life when it is easiest to learn modern foreign languages is early childhood. Isn't it strange that this fact, so well known to the world as well as to educators, is not reflected in the course of study of our schools? To be sure, teachers who could employ a method suitable for eight-year-old pupils are few and far between. But they could be produced if wanted. And it would be easy enough to make a place for foreign languages by eliminating the stupid repetitions of work in the graded schools, which serve chiefly the purpose of holding back the bright pupils till the dull ones can catch up with them. It would in fact be a real blessing if the curriculum were enriched at the bottom, so that our young children could have more steaks and chops to eat instead of such an overdose of hash.

It is a mistaken notion that thin dilutions of the strong mental pabulum of mature humans is the best food for the delicate minds of children. Unquestionably, such a dietary lightens the burden of the cook, but is that a worthy motive for its selection? Haven't we about reached the point where we can afford a bill-of-fare better adapted to child nature?

Children have such wonderful imaginative power, and imitative power, and emotional capacity, all of which begin to wane as soon as the little ones are introduced to the grind of big folks' studies, which lead to self-consciousness and discouragement with a consequent lowering of ideals. How little children do love a story told concretely! How they enjoy hearing it over and over, even after they know it by heart! How quickly they learn one in a foreign language, almost unconscious that the language is foreign. And what past masters they are at deriving the meaning of a word from its context! They use their visualizing faculty, and their thinking is concrete, till they are initiated into the meaningless mysteries of English spelling and the abstract logic of mathematics, a treatment which only a persistent fancy can survive.

Instead of giving children the one important thing they could most easily learn while young, viz. a modern foreign language, but which they will find more and more difficult the older they grow, we give them some other things which are hardest in childhood and easiest later on. In other words, we deliberately, or perhaps thoughtlessly, make the acquisition of an education as difficult as possible. Apparently it is not the actual achievement that we delight to see, but the struggle against a handicap. I have known teachers who adhered to the principle that as soon as pupils show signs of becoming able to do the thing in hand they must be shifted to something they cannot begin to do. This style of pedagogy reminds me of that sometimes applied to roosters to keep them from crowing in the early morning. They are made to roost on perches so close to the roof that there is no room to get their heads high enough to crow. I hope you realize that roosters thus treated need sympathy.

The period when the imitative and imaginative faculties are most active, and repetition of things known does not bore, but entertains, viz. childhood, is the logical time to lay linguistic and literary foundations, and to give these most human of studies such an impetus that the purely intellectual studies which enter the field later will not be able entirely to choke out the things that make for culture of the spirit. For cultured taste and feeling are absolutely indispensable for a people that aspires to a leading part in the higher life of the world. And we certainly want our "land of the free and home of the brave" to be noted, not only for its practical inventions, commercial enterprises, and personal liberty, but also for its education and refinement.

Perhaps I ought to say in this connection that the foreign language instruction I am advocating for elementary schools is intended for American children, not for children of foreigners. The latter can gain some of the good results of foreign language study by learning American English, which it is impossible for them to master too well.

When we compare the output of our schools with that of some of the leading countries of Europe and find that in actual mental equipment our graduates are about two years behind, does this not suggest that there may be some room for improvement somewhere? True, our children may have more mastery of

things not in the ordinary school curriculum, which may help to restore our pride after the unfavorable comparison in things scholastic, but it is not at all necessary that superiority in practical matters should be accompanied by inferior scholastic attainment. We would not for anything forego our practical accomplishments, but we would, if we could, make our scholastic equipment at least as good as the best. Not from a spirit of jealous rivalry, which would be vulgar, but from the conviction that nothing but the best is good enough.

Why is it that we fall so far behind? Not because our children have inferior mental capacity, but partly because we are satisfied with inferior mental attainments. Not because we have less devoted teachers, but partly because we put up with inferior organization and administration, out of loyalty to the American system. Not because our children are lazy, but partly because our traditional course of study is the outgrowth of primitive conditions, a compromise, made while the bulk of our thought and energy had to go toward opening up and settling the country and developing its resources. So we must not be too impatient with the present, but we must not be content with a future no better than the present.

Something must be done to equalize the drift toward commercialization; otherwise the dollar ideal will become all-dominant, and we shall be known as a monied middle-class nation. Our educators must not be satisfied with mediocrity. We must aspire to contribute liberally to the higher life of the world.

In order to do this we must know the leading contributing nations of the past and present, and here is where the instruction in foreign languages looms large. That we begin this instruction too late has already been pointed out. That we devote far too little time to it to achieve results that count is, in my judgment, one of the chief defects of our course of study. The public knows that the results are not what they should be, and I have recently read editorials in Ohio newspapers advocating the elimination of all foreign languages from the public schools, on the ground that pupils fail to acquire even a reading knowledge of them. The writers of these editorials are obviously too uneducated to give value to their judgment. But their utterances may serve to point out a danger that threatens from below. The real

remedy is to expand the modern language curriculum, and modernize the pedagogy where the progress of the last thirty years has yet to be heard of.

Another defect in our procedure is the study of a dead language before a living one, which results in less satisfactory attainments in both, and in lower aims and poorer methods in both, than if the languages were taken up in the reverse order. Against this point of view vociferous protests are to be expected from some teachers of Latin. But they fought tooth and nail to keep modern languages off the program as major subjects, and when they were finally forced to receive them into the house they treated them as Cinderellas and Latin remained the haughty sister.

There may be still some language teachers who would contend that the grammar, let us say, of French is not to be compared to the grammar of Latin. Even if that were true, what of it? It is not systems of declensions and conjugations that enrich the inner life, but the thoughts, experiences, and ideals, contained in the literature of the language, and in this regard the superiority of French over Latin is beyond question. It is contact with the human element in literature that is vital. The formal art of expression is second in importance, though very important. But even here French has nothing to fear from a comparison. However, I would not think of eliminating Latin from the curriculum. I would only put it in its logical place, a few years after a modern language has been taken up. It is only common sense to begin with the easier and less remote and then proceed to the harder and more remote. In view of these facts it behooves us to see to it that the modern languages are so effectively taught that their logical place will be conceded to them in the future course of study.

That there is room for the improvement in the teaching of modern languages is frankly admitted by the teachers themselves. And just now a most determined effort to effect the needed improvement is well under way. It has resulted in an almost national federation of modern language teachers' associations, our far western states being the only part of the country not yet organized and affiliated. I should qualify this statement by saying that one of the regional associations of this coast has

affiliated with the Association of the Central West and South, in order to be identified with the reform. In harmony with this movement toward federation among high school and college teachers, the Modern Language Association of America, composed largely of college and university teachers interested in research, has recently attacked with vigor and determination the problem of the university or collegiate training of high-school teachers of modern languages. The higher institutions of learning recognize that they are in large measure responsible for whatever may be lacking in the preparation of secondary-school teachers, and they propose to find out the evils of the system and the remedy for them. A report of very great importance bearing on this problem is now in preparation by a national committee and may be expected within a year.

This report, when it does appear, should interest high-school teachers as well as college professors. For poor teaching anywhere along the whole course from the bottom to the top affects the teaching everywhere else along the whole course. Poor work in the university means poor work later in the preparatory school, and poor work in the preparatory school means poor work later in the university. Likewise, the standard of teaching in one language affects in some measure the standard in another. Hence the great need of coöperation of all teachers of all modern languages, and, I hasten to add, of all foreign languages, ancient and modern. It would be difficult to foretell all the good that might come from the unselfish coöperation of these groups of educators. The ideal is worth dreaming of.

Education is a misfit if it does not contribute to the harmony of life in the individual, the nation, and the world. The poets and prophets of the ages have discovered the harmonies of life and bequeathed them to the world in their writings. Qualified teachers can point the way to these great cultural treasures, but pupils can gain possession of them only by earning them. Reading them in translations is like studying etchings of great paintings. They give only partial satisfaction. The original language is to the poem what the plumage is to the bird of paradise. It takes the whole original to produce beautiful harmony. There is poetry in the teaching of foreign poetry.

Viewed from a national standpoint, our public schools are

great melting pots, which receive throngs of children of different national inheritance and home traditions, and turn out patriotic young Americans. They have at the same time another important related function to perform. The product must not be provincial, but cosmopolitan, in understanding and appreciation. The ideal must be broad-gauge culture, enjoying freedom of spiritual intercourse with cultured foreign peoples, and contact with all nations, contributing liberally to the spread of enlightenment and to the realization of the brotherhood of man. In the attainment of this ideal there can be no more powerful factor than the thorough study of modern foreign languages, not only in our country, but throughout the whole world.

WILLIAM A. COOPER.

Stanford University.

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## THE PLACE OF POETRY IN THE TEACHING OF FRENCH

Poetry is the form of literature that has from time immemorial appealed to man. In making a study of the history of world development, we shall find that the most primitive of peoples have had their bard or poet. In so high a regard was the tribe poet held that he ranked next to the chieftain in importance. He was regarded as their historian, law-giver and prophet.

The French nation had its "Chansons de Geste" for centuries before the famous "Chanson de Roland" was written. So we are able to trace the growth of the Franks from their earliest days down to the present time, in French poetry. But how will this help us to decide the place that poetry should occupy in our schools? The answer will be clear when we realize that the history of the development of the child is similar to that of the development of a nation. The first thing that the child loves to learn is the nursery rhyme. How often the lisping little lips repeat them before they even understand their meaning! When we want to teach French to a little child who cannot read, the best thing we can do is to repeat to him, over and over, the little verses that French children love. We shall find that the assonance in French pleases the ear wonderfully and will prove a great help. Take as an example of this, "Rataplan" so well known to all French children:—

"Rataplan, rataplan, rataplan!  
En avant, en avant, en avant!  
Soldats de bois, soldats de plomb,  
Méritez vite un autre nom.  
Rataplan, rataplan, rataplan!  
En avant, en avant, en avant!

The child will love the swing and the repetition of the words and sounds,—and will find great enjoyment in repeating such lines over and over again.

Then there are many little French songs as "La Berceuse," "Tombé du Nid," "L'Enfant du Chœur," "Petit Oiseau," and "Petit Oiseau, Qui Donc Es-tu?" which children love for they deal with the things that are round them in their daily life. The

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<sup>1</sup>Paper read at the Romance Section of the Modern Language Conference at N. E. A., Portland.



words are those of every day conversation, which they will hear at every turn. It is surprising how much French a child of elementary school age can learn through the medium of song and poetry.

When he reaches the adolescent age, his joy will be unbounded when he learns for the first time in French, "The Crow and the Fox" beginning

"Maitre Corbeau sur un arbre perché"

or "The Ant and the Grasshopper" with its immortal lines

"La Cigale ayant chanté tout l'été  
Se trouva fort dépourvue  
Quand la bise fut venue"

and, in fact, all the familiar fables of Aesop, told in the admirable language of La Fontaine.

Then, as this is also the age at which patriotic ardor burns in the heart of every boy, and patriotic hero-worship in the breast of every girl, Victor Hugo's exquisite masterpiece called "Hymne" will be an inspiration, and he will learn it with very little effort:

"Ceux qui pieusement sont morts pour la patrie  
Ont droit qu' à leur cercueil la foule vienne et prie,  
Entre les plus beaux noms leur nom est le plus beau.  
Toute gloire près d'eux passe et tombe éphémère;  
Et, comme ferait une mère,  
La voix d'un peuple entier les berce en leur tombeau.

Gloire à notre France éternelle!  
Gloire à ceux qui sont morts pour elle!  
Aux martyrs! aux vaillants! aux forts!  
A ceux qu'enflamme leur exemple,  
Qui veulent place dans le temple,  
Et qui mourront comme ils sont morts!

C'est pour ces morts, dont l'ombre est ici bienvenue,  
Que le haut Panthéon élève dans la nue,  
Au-dessus de Paris, la ville aux mille tours,  
La reine de nos Tyrs et de nos Babylones,  
Cette couronne de colonnes  
Que le soleil levant redore tous les jours!



Gloire à notre France éternelle!  
Gloire à ceux qui sont morts pour elle!  
Aux martyrs! aux vaillants! aux forts!  
A ceux qu'enflamme leur exemple,  
Qui veulent place dans le temple,  
Et qui mourront comme ils sont morts!

Ainsi, quand de tels morts sont couchés dans la tombe,  
En vain l'oubli, nuit sombre où va tout ce qui tombe,  
Passe sur leur sépulchre où nous nous inclinons,  
Chaque jour, pour eux seuls se levant plus fidèle,  
La gloire, aube toujours nouvelle,  
Fait luire leur mémoire et redore leurs noms!

Gloire à notre France éternelle!  
Gloire à ceux qui sont morts pour elle!  
Aux martyrs! aux vaillants! aux forts!  
A ceux qu'enflamme leur exemple,  
Qui veulent place dans le temple,  
Et qui mourront comme ils sont morts!"

We, ourselves, though well past our adolescent stage can not remain unmoved by these inspiring verses.

It is also our task to inspire a love of all that is helpless and small at this time. This is the formative period in which we can inculcate in the youth sentiments of charity and kindness, or else he will grow up a stranger to the gentler emotions of life. Here, too, there is no inspiration equal to that found in our French poets. The Frenchman has in his nature a mixture of manly strength and tenderness peculiar to the race, and which is hardly ever encountered among other peoples. As an example of this quality, let us take Victor Hugo's "*Lorsque l'Enfant Paraît*:"—

"Lorsque l'enfant paraît, le cercle de famille  
Applaudit à grands cris. Son doux regard qui brille  
Fait briller tous les yeux.  
Et les plus tristes fronts, les plus souillés peut-être,  
Se dérident soudain à voir l'enfant paraître  
Innocent et joyeux.

Soit que juin ait verdi mon seuil, ou que novembre  
Fasse autour d'un grand feu vacillant dans la chambre  
Les chaises se toucher,  
Quand l'enfant vient, la joie arrive et nous éclaire.  
On rit, on se récrie, on l'appelle, et sa mère  
Tremble à le voir marcher.

Quelquefois nous parlons, en remuant la flamme,  
 De patrie et de Dieu, des poètes, de l'âme  
 Qui s'élève en priant;  
 L'enfant paraît, adieu le ciel et la patrie  
 Et les poètes saints! la grave causerie  
 S'arrête en souriant.

Enfant, vous êtes l'aube et mon âme est la plaine  
 Qui des plus douces fleurs embaume son haleine  
 Quand vous la respirez;  
 Mon âme est la forêt dont les sombres ramures  
 S'emplissent pour vous seul de suaves murmures  
 Et de rayons dorés.

Car vos beaux yeux sont pleins de douceurs infinies  
 Car vos petites mains, joyeuses et bénies,  
 N'ont point mal fait encor;  
 Jamais vos jeunes pas n'ont touché notre fange,  
 Tête sacrée! enfant aux cheveux blonds! bel ange  
 A l'auréole d'or!

Vous êtes parmi nous la colombe de l'arche;  
 Vos pieds tendres et purs n'ont point l'âge où l'on marche,  
 Vos ailes sont d'azur.  
 Sans le comprendre encore vous regardez le monde  
 Double virginité! corps où rien n'est immonde,  
 Âme où rien n'est impur!

Il est si beau, l'enfant, avec son doux sourire,  
 Sa douce bonne foi, sa voix qui veut tout dire,  
 Ses pleurs vite apaisés,  
 Laissant errer sa vue étonnée et ravie,  
 Offrant de toutes parts sa jeune âme à la vie  
 Et sa bouche aux baisers!

Seigneur! préservez-moi, préservez ceux que j'aime,  
 Frères, parents, amis, et mes ennemis même  
 Dans le mal triomphants,  
 De jamais voir, Seigneur, l'été sans fleurs vermeilles,  
 La cage sans oiseaux, la ruche sans abeilles,  
 La maison sans enfants!

The youth can easily feel the spirit of this poem,—it is not too deep for him. You may say that I am taking too much from Victor Hugo, but one must remember that it is the emotional nature that poetry develops at this period of life, and Hugo is specially able to

appeal to the adolescent on account of his simplicity and harmony.

Our young man and young woman have now reached University age, and new fields of thought are to be developed. Has poetry completely fulfilled its mission by this time? Hardly. In his University course, the student will first of all encounter our classical school, with Corneille and Racine as its chief representatives. They are so different, and yet both so interesting! In the study of these authors, he will begin to understand the French character as it grew out of the Latin. He will see its logical reasoning and its severe ideals. New lights will be reflected on the French race, which had never before been suggested to him. "Le Cid" will reveal to him what one might call the religion of the French nation, namely, the devotion to Duty. He will find everything,—love, ambition, and even life itself,—sacrificed to what is one's duty. Let me illustrate this point by quoting the passage when Don Rodrigue vacillates between his love for Chimène and his duty to his father:

"O Dieu, l'étrange peine!  
En cet affront mon père est l'offensé,  
Et l'offenseur le père de Chimène!

Que je sens de rudes combats!  
Contre mon propre honneur mon amour m'intéresse;  
Il faut venger un père, et perdre une maîtresse;  
L'un m'anime le coeur, l'autre retient mon bras.  
Réduit au triste choix ou de trahir ma flamme,  
Ou de vivre en infâme,  
Des deux côtés mon mal est infini.  
O Dieu, l'étrange peine!  
Faut-il laisser un affront impuni?  
Faut-il punir le père de Chimène?

Père, maîtresse, honneur, amour,  
Noble et dure contrainte, aimable tyrannie,  
Tous mes plaisirs sont morts, ou ma gloire ternie.  
L'un me rend malheureux, l'autre indigne du jour.  
Cher et cruel espoir d'une âme généreuse,  
Mais ensemble amoureuse,  
Digne ennemi de mon plus grand bonheur,  
Fer qui causes ma peine,  
M'es-tu donné pour venger mon honneur?  
M'es-tu donné pour perdre ma Chimène?

Il vaut mieux courir au trépas.  
 Je dois à ma maîtresse aussi bien qu'à mon père:  
 J'attire en me vengeant sa haine et sa colère;  
 J'attire ses mépris en ne me vengeant pas.  
 A mon plus doux espoir l'un me rend infidèle,  
 Et l'autre indigne d'elle.  
 Mon mal augmente, à le vouloir guérir;  
 Tout redouble ma peine.  
 Allons, mon âme; et puis qu'il faut mourir,  
 Mourons du moins sans offenser Chimène.

Mourir sans tirer ma raison!  
 Rechercher un trépas si mortel à ma gloire!  
 Endurer que l'Espagne impute à ma mémoire  
 D'avoir mal soutenu l'honneur de ma maison!  
 Respecter un amour dont mon âme égarée  
 Voit la perte assurée!

N'écoutons plus ce penser suborneur,  
 Qui ne sert qu'à ma peine.  
 Allons, mon bras, sauvons du moins l'honneur,  
 Puisqu'après tout il faut perdre Chimène.

Oui, mon esprit s' était déçu,  
 Je dois tout à mon père avant qu'à ma maîtresse;  
 Que je meure au combat, ou meure de tristesse,  
 Je rendrai mon sang pur comme je l'ai reçu.  
 Je m'accuse déjà de trop de négligence:  
 Courons à la vengeance:  
 Et tout honteux d'avoir tant balancé,  
 Ne soyons plus en peine,  
 Puisqu' aujourd' hui mon père est l'offensé,  
 Si l'offenseur est père de Chimène."

A hard lesson, but one that is most necessary to-day:—duty before all else.

In Racine he will find again the same severe doctrines but more pleasantly told. The themes while still classical are beginning to be more living; that is, the characters are less impersonal. In the play of "Phèdre", we find that Hypolite is quite the ideal hero of a young man nineteen or twenty years of age. "Esther" will prove equally interesting in its religious portrayal, for religion, also, is of prime importance to the adolescent.

After this he will come to the very human and interesting romantic school with Victor Hugo, Lamartine, Alfred de Musset and

Alfred de Vigny in the lead. This period furnishes a wonderful wealth of unrivalled lyrical outburst of song. What music in poetry is more perfect than "Le Lac" in which the poet invokes the lake in the following terms:

O lac! rochers muets! grottes! forêt obscure!  
Vous que le temps épargne ou qu'il peut rajeunir,  
Gardez de cette nuit, gardez, belle nature,  
Au moins le souvenir!

Qu'il soit dans ton repos, qu'il soit dans tes orages,  
Beau lac, et dans l'aspect de tes riants côteaux,  
Et dans ces noirs sapins, et dans ces rocs sauvages,  
Qui pendent sur tes eaux!

Qu'il soit dans le zéphyr qui frémit et qui passe,  
Dans les bruits de tes bords par tes bords répétés,  
Dans l'astre au fond d'argent qui blanchit ta surfa  
De ses molles clartés!

Que le vent qui gémit, le roseau qui soupire,  
Que les parfums légers de ton air embaumé,  
Que tout ce qu'on entend, l'on voit ou l'on respire,  
Tout dise: "Ils ont aimé!"

Such a gem will certainly leave an impression on the student which can never be effaced.

From Alfred de Vigny, the pessimist, he will get a very different conception of things. Among his "Poèmes Antiques et Modernes," is the poem of "Moïse" which describes the last moments of the great law-giver, weary of the isolation that was the necessary condition of his greatness,—the moral being that greatness predestines to sorrow. How graphically the author reviews the work done by his hero, and pictures that hero's deep desire for the lot of common men when he says.

"Hélas! vous m'avez fait sage parmi les sages!  
Mon doigt du peuple errant a guidé les passages;  
J'ai fait pleuvoir le feu sur la tête des rois;  
L'avenir à genoux adorera mes lois;  
Des tombes des humains j'ouvre la plus antique;  
La mort trouve à ma voix une voix prophétique  
Je suis très grand; mes pieds sont sur les nations,  
Ma main fait et défait les générations;—

Hélas! je suis, Seigneur, puissant et solitaire:  
Laissez-moi m'endormir du sommeil de la terre!

Hélas! je sais aussi, tous les secrets des cieux,  
Et vous m'avez prêté la force de vos yeux.  
Je commande à la nuit de déchirer ses voiles:  
Ma bouche par leur nom a compté les étoiles.

Mon pied infatigable est plus fort que l'espace;  
Le fleuve aux grandes eaux se range quand je passe,  
Et la voix de la mer se tait devant ma voix.  
Lorsque mon peuple souffre, ou qu'il lui faut des lois,  
J' élève mes regards, votre esprit me visite;  
La terre alors chancelle et le soleil hésite,  
Vos anges sont jaloux et m'admirent entre eux.  
Et cependant, Seigneur, je ne suis pas heureux.  
Vos m'avez fait vieillir puissant et solitaire;  
Laissez-moi m'endormir du sommeil de la terre!"

"Éloa" is a theme of charity and kindness that is wonderfully portrayed: "Éloa" is the mystic story of a sister of the angels, sprung from a tear of Christ, who is seized with pity and sympathy for the fallen archangel and descends with him to his place of torture.

Leaving the romanticists, our student will come to the Neo-Classic school with André Chenier as the most pleasing poet of his time. Here the delicate, almost effeminate Greek influence is toned up by all that is best in the French race.

So far I have considered poetry as found in verse, but there is prose-poetry that is also very beautiful. Many passages from our prose works could with little trouble be put into verse, so perfectly poetical is the language. A few of the works which abound in this form of prose are "Manon Lescaut" by L'Abbé Prévost, Bernardin de St. Pierre's "Paul et Virginie," Chateaubriand's "Atala," Balzac's "Ursule Mirouet", Zola's "La Faute de l'Abbé Mouret," and some books by Pierre Loti. What could be more poetic than the following prose from "Atala," descriptive of a storm:—

"Cependant l'obscurité redouble: les nuages abaissés entrent sous l'ombrage des bois; la nue se déchire, et l'éclair trace un rapide losange de feu. Un vent impétueux, sorti du couchant, roule les nuages sur les nuages; les forêts plient; le ciel s'ouvre coup sur coup, et à travers ses crevasses on aperçoit de nouveaux

cieux et des campagnes ardentes. Quel affreux, quel magnifique spectacle! La foudre met le feu dans les bois; l'incendie s'étend comme une chevelure de flammes; des colonnes d'étincelles et de fumée assiègent les nues, qui vomissent leurs foudres dans le vaste embrasement. Alors le Grand Esprit couvre les montagnes d'épaisses ténèbres; du milieu de ce vaste chaos s'élève un mugissement confus formé par le fracas des vents, le gémissement des arbres, le hurlement des bêtes féroces, le bourdonnement de l'incendie et la chute répétée du tonnerre, qui siffle en s'éteignant dans les eaux."

Would it not be difficult to deny that this is a poetical passage, though in prose?

To many a student who does not like verse, this poetical-prose will appeal. After all, it does not matter so much whether the esthetic side which poetic ideas bring out be affected by verse or prose. The essential is to create this love of the beautiful,—and there is nothing on earth that will do it so well as poetry. It is the cultivation of the imagination and the keeping of the beautiful in mind that elevates the individual and that cultivates his taste. Poetry in any form brings the student nearer to his Creator than does anything else. The esthetical growth of the individual means the betterment of the nation finally. To this end all poetry tends,—not only that of France which is the theme of this paper,—but that of all nations. It is unfortunate that in our mad rush for the Almighty Dollar, and in the complexity of every-day existence, we do not stop to develop more fully the idealistic side of the child, so that the man may be more nearly the perfect creature which our education should produce.

However, to return to our subject, our student of French poetry will have gained along with his poetry, an intimate knowledge of the character and ideals of the French race. He will have learned to think as the French do, and will be in utter sympathy and understanding with them. He will no longer be looking at these people with curiosity, wondering what they really are. He will not judge them superficially. His poets will have given him the clear, logical reasoning power of the Frenchman, and the refined, delicate, sensitively developed emotional nature common to the French race. Poetry will cause him to look with sympathy on the suffering of humanity, and to take calmly all the joys of life. It will have developed in him an altruism that nothing else could so well have brought out.

All through life, his French poets will be his best friends in joy and in sorrow. He will find them ever ready to help him in the trials that assail him. They are poets of humanity, and they reach out to all the world. In them there is no creed of country or religion. They have that note of human understanding which makes all men brothers.

Is it not worth while then, to have inculcated in our student a love of our French people through its beautiful poetry, and to have given him a spiritual Fatherland? For he who, through his training, has become really French in spirit can truthfully claim that

"Every man of education has two Fatherlands:—his own, and France."

MISS LAURENCE H. PÉCHIN.

High School of Commerce, San Francisco.

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## QUICK CORRECTION OF QUIZ PAPERS

A "home room" of seventy pupils and a program requiring me to teach twenty-nine of the thirty periods during the week forced me to seek a quick method of correcting quiz papers. I worked out the following, which I have now used in my Spanish classes for three years.

Pupils have ready both pens and pencils, writing first with pen. I give perhaps ten expressions in English which are to be written in their Spanish idiomatic equivalents, each one to be numbered. I give these as rapidly as the pupils can write, usually in about three minutes. Then I say, "Every pen down. Take pencils." I have some pupil who usually does good work write the correct Spanish on the board. Meanwhile I am passing round the room with one eye on the board and the other on the class, making sure that no pupil has his pen in his hand. Each pupil indicates his own errors, and grades his own paper, taking off, of course 10% for each wrong expression. This whole exercise, including collection of papers, takes only five or six minutes.

I have pupils correct their own papers because I find them much more interested in their own work than in that of their neighbors.

They almost never skip an error because they know that if I find an error which they have overlooked, I take off 20%, (that is, 10% for the original error, and 10% for the fault of omission committed when they are checking up by the work on the board.)

In order to have these tests done and corrected quickly, the material must be carefully selected. The content, of course, varies. Sometimes I give a vocabulary test of ten or twenty words, or ten idioms or ten verb forms, or five sentences on *ser* or *estar*, and so on. Most often, however, five questions are asked in Spanish, the answers to be given in Spanish.

After entering the grades in my record book, the papers are returned to the class, and are disposed of in one of two ways, according to the content of the paper.

I. Each word missed in a vocabulary test must be written twenty times. If a verb form is incorrect, that whole tense must be written out ten times, and so on with idioms,—and an idiom is either just right or it is wrong and gets no credit.

To make the checking up of these corrections sure and a matter

of a glance only, all original papers must come in with their corrections. Originals are not lost because the first remark of the year, "I've lost my original paper," is met by "I'm sorry. Write each one ten times." So far, those lost original papers have been found most miraculously.

This scheme may sound elaborate but it is done very quickly. To-day I checked up three sets of corrections for a class of thirty, and entered two sets of grades in forty minutes. In those three sets of corrections I found about three papers incomplete. Those will all be done over double the usual number of times as a penalty for careless work.

II. Corrections of sentences illustrating principles (like the distinctive or personal *a*, or the subjunctive) must be treated differently. All pupils making errors in that kind of work come to me at close of school. They must correct the sentence given, indicate the page and paragraph in the grammar where that principle is taken up, and write three or five original sentences illustrating that principle.

The first correction scheme, that used in vocabulary, verb form, and idiom tests, I sometimes have checked by one of my secretaries. In our school each of the fifty-two teachers has a secretary, one of the seniors in the secretarial course, who gives two periods a week to any clerical or stenographic work for that teacher. Because of my heavy program I have two secretaries, and I choose them from among my best Spanish students. These seniors enjoy doing this checking work and really derive a great deal of benefit from the review work it gives them.

The whole scheme has enabled me to carry a very heavy program and still keep smiling.

## THE QUESTION OF SPANISH PRONUNCIATION

What pronunciation of Spanish ought to be taken as the standard in the schools and colleges of this country? Should it be the Castilian exclusively, even when the interests of the students are purely commercial? Or should we teach certain elements of pronunciation which are common to most of Latin America and a portion of Spain? Would it be wise to segregate students whose interest is in history and literature, and teach them differently from the commercial students? Ought we to strive for uniformity in Spanish pronunciation among institutions and among the students of the same institution? These questions were asked of a number of teachers of Spanish and other persons interested. Replies were received from 54 teachers of Spanish in 41 colleges and universities; from seven teachers in six schools; and from 14 other persons, including several school-officials; total, 75 replies. They came from all sections of the country; and while the inquiry might have been largely extended both here and in South America, the present returns may be taken as fairly representative of educational opinion in this country.

The subject is regarded as highly important by some, as relatively unimportant by others. Only about half of the replies take up specifically the questions of segregation and uniformity. Eighteen maintain that all students of Spanish should be taught alike for the first year or two years; while 11 favor segregating commercial students, even in the elementary courses, from those who have an interest in literature. Thirty-two think that uniformity of pronunciation ought to be insisted on, 10 are indifferent on this point. A professor in an important university says:

In my own classes I teach Castilian, and one of my assistants teaches Costa Rican, and I am perfectly satisfied. The difference of pronunciation between Castilian and the various Spanish American dialects is not a serious nor even an important question, and I see no reason for striving for uniformity.

In reply to the more important question as to what pronunciation should be the standard, 62 from all parts of the country unequivocally favor Castilian as the only standard which should be considered, and four more prefer it less emphatically. Only nine

of the 75 declare in favor of other than the Castilian pronunciation. Of these nine, one, a Mexican, thinks that everybody should learn the Mexican pronunciation; the others advocate the use of certain elements which are general in Latin America. A teacher in a New England college believes that "we should strive for uniformity. . . . But rather than teach Castilian I should prefer not to be 'regular.'" Another New England college teacher says:

I do not think Castilian pronunciation should be the standard for North American students. I advocate the use of certain elements common to nearly all parts of Latin America and to a portion of Spain. . . . I am teaching at present a pronunciation which I find is perfectly acceptable to educated people of any of the twenty Spanish-speaking countries south of us.

A commercial attaché, a graduate of Yale, writes as follows:

Castilian Spanish should not be taught for any but very special students. It is only natural that language should vary from one country to another and that in every republic of South America one should find variations. But the same thing is observed in English. . . . One can surely say that the Castilian is beautiful, attractive, and so forth, but not that it is the most correct Spanish. It is that for a limited portion of Spain, but certainly not for South America. On the other hand, one can learn a Spanish which is characteristic of no country or region, but is correct for all countries or regions. . . . Combine the Castilian which is foreign to South America with an execrable American foreignness, and you approach the unintelligible.

Professor F. B. Luquiens of Yale has been widely quoted as opposed to the teaching of Castilian pronunciation. In his important article, "The National Need of Spanish" (*Yale Review*, July, 1915), he insisted that we "must teach the Spanish of South America, not, as now, the Spanish of Spain;" but he added that the most evident difference between the two, that of pronunciation, "is of no importance at all for the question in hand." He now writes as follows:

I believe, in theory, that our teaching of Spanish should be Spanish-American in material and Castilian in method. That is, I believe that we should deal entirely with Spanish-American material, but that our grammars and composition books should present Castilian grammar, vocabulary, and pronunciation. In practice, however, I personally depart from this theory to the very slight extent of adopting that artificial pronunciation which some call the "Spanish-American pronunciation;" i. e., Castilian pro-

nunciation with the substitution of *ss* for *th* and *y* for *ll*. . . . Let me repeat, however, that I consider every teacher who in his classroom reads about Latin America a convert to the cause, even though he teaches the purest Castilian pronunciation.

During the first years of the present century a marked stimulus was given to the study of Spanish by the war between Spain and the United States, and by the era of good feeling which succeeded its close; whereas the tremendous increase of the last three or four years is due entirely to an interest in Latin America. This interest is shown not only by the number of students of Spanish in our colleges, but also by the introduction of the language into secondary schools—even into schools where French is not taught; by the increasing employment of Latin Americans as teachers; and by the present tendencies of text-book publishing. Many persons, rejoicing in the "practical" value of Spanish, would be glad to see it replace to a large extent French and German, to say nothing of Italian or Latin. Others deplore the tendency to make the study of Spanish merely a tool for commercial and political activities, rather than an instrument of education and culture. It is evident that most of the students have little or no interest in Spain and her literature. Everyone can admit the importance of having an intelligent and sympathetic attitude toward South America, and in any case the demand for instruction in Spanish must be met. Will it not be possible, while meeting the practical requirements of the situation, to use this study also as a mental discipline and as a means of culture? In view of all these considerations, what should be our policy in regard to the pronunciation?

As already indicated, seven-eighths of the replies received favor the use of Castilian. When the Pan American division of the American Association for International Conciliation distributed reprints of Professor Luquiens' article, the director, Dr. Peter H. Goldsmith, added an insert expressing his absolute dissent from the view that South American pronunciation should be taught in this country. Under the date of December 22, 1916, Dr. Goldsmith writes:

I have just returned from a trip of six months through South America, and my observation and experience only serve to strengthen what I said in the circular. I think that all students, whatever be their motive for taking up the study of Spanish, ought to be taught Castilian. I think I have heard all the arguments in

favor of any other pronunciation, and none of them seems to me to have any weight whatever.

Mr. F. J. Yánes, assistant director of the Pan American Union, says in a memorandum which he has prepared in answer to numerous inquiries: "Although each country has a right to develop some individuality in its speech, any foreign language should be studied from the classic point of view, that is, in accordance with what is accepted as the highest standard of pronunciation and vocabulary." The Spanish of Castile, he continues, is the standard. A former minister to Argentina writes:

I think the best pronunciation is the best, or in other words, the Castilian. . . . All Latin-Americans are complimented by being addressed with the Castilian pronunciation. . . . Students should be made acquainted with the different accents which have grown up in certain parts of Latin America, but I firmly believe that they should commence their studies with the pronunciation which is used among the better classes in Old Spain.

From an eastern college comes this statement of "a native Spaniard, a graduate of Spanish colleges, and a teacher of the language in this country:"

What pronunciation would you give to any language but its purest and most correct? Avoiding personalities, allow me to state that suggestions, similar to those you mention as being offered to you by so-called instructors, are not only ludicrous but almost criminal. . . . The Spanish language is officially taught uniformly in all the schools of the Spanish speaking world. There is only one sound to each of its vowels, only one value to each of its consonants. Any corruption or alteration is due entirely to persons and localities, and is not sanctioned by the Academy.

A professor in a western university writes:

Of course I believe only in Castilian pronunciation in the classroom. . . . A teacher must adopt a standard and cannot be swayed by the absurd notion that we must make constant concessions to our neighbors who pronounce Spanish in fifty different ways. . . . Every single argument I have ever heard in favor of so-called South American Spanish, which does not exist, is a purely sentimental one or based on some prejudice against Spain.

An interesting letter from a university "almost on the border of Mexico" says in part:

We teach in the University but one pronunciation, the Castilian, and have never experienced any difficulty in convincing the stu-

dents that it is the most advisable to learn. Personally, I do not see how it is possible to do otherwise. The pronunciation and vocabulary in the various countries of South America differ so widely that it would be difficult to select the ones most desirable.

. . . . The two instructors in the department, besides myself, are from Mexican families and both teach the Castilian pronunciation and prefer to do so. We have a considerable number of students who speak Spanish fluently. In such cases we never insist that the student change the pronunciation in the classroom. No difficulty is experienced from having both Castilian and Mexican pronunciation used in the same class. Students should know both.

. . . . I am especially interested in the Spanish American countries and in their literatures, but I should dislike very much to see the study of these countries and of their literatures, with the American pronunciation, supplant the mother country in our work in elementary Spanish.

A university in the Middle West reports:

We have three Spanish Americans teaching in our department and each and every one of them is of the opinion that the Castilian pronunciation is preferable to the American pronunciation as a norm to place before the students.

Another university in the same region:

We should teach the Castilian pronunciation. It has been argued by some people of purely commercial interests that the Castilian sounds affected or stilted to the Spanish American. This does not agree with my experience. They consider it rather the *good* Spanish, and their own pronunciation dialectal.

A college in New England:

I see no possible harm in having students pronounce as the Castilians do, even if they are to associate with South Americans, and I believe there is at least the possibility of harm in admitting the American pronunciation.

A large Commercial High School in an eastern city:

Where the language is not taught for purely commercial purposes I believe that the Castilian pronunciation should be used. In commercial schools and courses I am in doubt as to this matter, but am rather inclined to favor the Castilian pronunciation, which, by the way, we use in our school. It would be practicable, of course, to teach the peculiarities that are general in Spanish America, but then we would have something that is characteristic of no country.



Another large High School:

I am strongly in favor of the use of the Castilian pronunciation. . . . No one can say that this or that is South American Spanish. There are as many standards as there are Spanish republics. Why teach a dialect instead of what is universally recognized, even by its opponents, to be the only pronunciation that can be considered the norm?

A large eastern university:

The only thing that is nearly common to all parts of Latin America is the Castilian pronunciation.

A university on the Pacific Coast:

In all Spanish America there has always been and there is now a strong tendency to follow the Castilian Spanish in matters of pronunciation and grammar. Among all the countries of South America there is no standard except the general tendency to imitate Castilian standards.

It would be interesting to quote from the letters received many more statements similar to the above, and many of the arguments presented; but this would take so much space that it will be possible only to summarize. The only argument brought forward against the use of Castilian is that of convenience in intercourse with Spanish Americans; as one letter puts it:

Though undoubtedly the Castilian pronunciation is considered the most correct, I believe that, to obtain the ends in view in the teaching of Spanish in the Universities of the United States, it is more feasible and convenient and at the same time easier to teach the Latin American pronunciation.

There is wide disagreement in regard to the variations of language between the American countries. The truth of the matter is probably contained in this statement (from California):

The differences that are really pertinent are to be found only among the uneducated classes. . . . The real differences between the Spanish of the educated in Spain (Castile or any other section), Mexico, Chile, etc., have been greatly exaggerated. The only real difference is to be found in the pronunciation of *ll* and *z* (also *c* before *e* or *i*). . . . Since in our schools we must choose a standard, we should choose the best standard. We must therefore choose the Castilian.

The matter apparently reduces itself, then, to the sound of *ll*, *z*, and *c*, unless some local dialect be adopted. While some writers



would insist on absolute uniformity, many others think that students who have learned one pronunciation ought not to be compelled to adopt another; and also that South Americans teaching in this country, if they prefer to follow the inferior standard, should be allowed to do so in order to preserve their spontaneity. In the face of this is the fact that many South Americans, though not all, prefer to teach the Castilian sounds. In every case, evidently, the differences should be carefully pointed out to the student; and if the instructor departs from the best usage, he is in honor bound to state that he is doing so. It must also be made plain that many persons of wide experience in South and Central America strongly maintain that a foreigner gets on better and is more respected if he speaks like a Castilian than if he attempts to conform to local usage. The following are the chief arguments advanced:

1. Castilian pronunciation, used in the capital and regulated by the Spanish Academy, is the only recognized standard.
2. It is understood everywhere in Spanish America and is not thought affected in a foreigner.
3. It is generally taught in the schools of South America and is regarded even by those who do not use it as the purest form of the language.
4. No other standard is possible in Spanish America, on account of jealousy between the different republics.
5. Any student who learns Castilian can readily adopt the pronunciation of whatever country he may have dealings with, while after learning an American pronunciation it would be far more difficult to change to Castilian. This point is emphasized by several writers.
6. Spanish orthography, distinguished for its accuracy, is based on the Castilian pronunciation. The use of the sounds given to *ll*, *z* and *c* in American countries inevitably results in continual mistakes in spelling, in case the student has not first learned the Castilian sounds. This important practical consideration, which many writers mention, should not be forgotten.

The result of this discussion is that, unless we use the pronunciation of some one region of America, we have the choice between "a Spanish which is characteristic of no country or region," and the Spanish which is generally recognized as the standard. One of the

advocates of South American Spanish rather weakens his case when he says that he prefers the language of Colombia for the reason that it most nearly approaches the language of Spain. Many who argue in favor of Castilian are not decidedly in favor of enforcing uniformity, and some of them intimate that a thorough mastery of the grammar, with elimination of an Anglo-Saxon accent, is far more important than the particular pronunciation adopted for certain sounds. It is perfectly evident, however, that at present the weight of expert opinion and the weight of argument are very strongly in favor of the use in our schools and colleges of Castilian.

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## LITERATURE OF MODERN LANGUAGE METHODOLOGY IN AMERICA FOR 1916

(No. 4)

Addenda to the last bibliography, 1915, in *The Modern  
Language Journal*, Vol. I:1, October, 1916

- a) **Handschin, Charles.** How May the Report of the Committee on Modern Languages Prove Helpful? In *School and Society*, 1:23, June 5, 1915, pp. 806-13.

Handschin as a member of the new N. E. A., Committee of Twelve on Modern Languages speaks in detail of the aims and methods of instruction, and asserts that the Report stands for the reform or direct method.—Helpful remarks.

- b) **Greenleaf, Jeanne H.** The Use of Phonetics in the Teaching of Modern Languages. In *Proceedings of Annual Meeting of California High School Teachers' Association*, 1915, pp. 156-61.

Pleads in favor of phonetic transcription for the acquisition of a good French pronunciation. Is convinced of the value and efficacy of technical phonetics.

- c) **Prokosch, E.** The Teaching of German in Secondary Schools, Bulletin of the University of Texas, July 20, 1915, No. 41. 55 pp. Gratis.

A booklet of practical value for the teacher of German. Stresses the general principles of the Direct or Reform Method, and gives practical suggestions on pronunciation, speaking, reading, grammar, and written work.

## PERIODICALS

### Monatshefte

1. **Stroebe, Lilian L.** Wie kann sich der Lehrer eine gute Kenntnis des deutschen Lebens erwerben?  
Ein Kapitel zur Frage der Weiterbildung der Lehrer der deutschen Sprache. 17:1-7, January.

Mentions eighteen modern novels and short stories that familiarize the reader with certain phases of German life and institutions. The total price of all these volumes amounts to but \$5.00. They are intended to be studied privately by the teacher during one year.—Suggestive—readable.

2. **House, Roy Temple.** Punctuation in the Beginning Class. 17:7-8, January.

Furnishes an irreducible minimum of rules on German punctuation.

3. **Meyer, Frederick.** German in the Grades: Aims, Matter, and Method. 17:9-16, January.

Interesting though replete with dogmatic assertions.

4. **Weigel, John C.** The Reorganization of Teachers' Training in German in our Colleges and Universities. 17:16-20, January; and 17:34-44, February.

Outlines ably and explains fully the theoretical and practical training the University of Chicago gives its prospective teachers of German. Other institutions may well imitate this or a similar scheme as more must be done in pedagogical courses. Cf. No. 20.

5. **Young, Caroline.** Modern Language Study as a Contribution to the Practical, Disciplinary Training of the Student. 17:45-52, February.

A symposium of dicta by all sorts of persons to prove the value of foreign language study.

6. **Kenngott, A.** Outside Reading as an Important Factor in Modern Language Instruction. 17:89-97, March.

Similarly to his instructive monograph in *School Review*, June, 1914, Kenngott furnishes here at greater length his reasons for the value of extra reading. Gives a graded list of German books for boys and another one for girls. The sphere of interest of the pupils is paramount under his "ten commandments."

Cf. L. J. A. Ibershoff, 17:127-28, April, in corroboration of Kenngott's position.

7. **Keidel, Heinrich.** Activities, Methods and Principles of German Clubs in American Colleges. 17:116-20, April; and 17:147-54, May.

The writer comes to this conclusion: the center of the class is the teacher. the center of a students' club should be the student. Gives interesting and instructive information and statistics about the various German clubs.

8. **Titsworth, Paul E.** The Attitude of the American Teacher of German toward Germany. 17:195-99, June.

A dispassionate appreciation of Germany, German, and the teaching thereof as to discipline and more thoroughgoing preparedness. (Cf. nos. 24 and 33).

9. **Scherer, Peter.** Über den inneren Zusammenhang des deutschen Kursus in der Elementarschule und High School. 17:257-63, October.

Rightly argues for proper correlation of German instruction in both schools. Language teaching should be idealistic, cultural and utilitarian.

10. **Gribsch, Max.** Warum die direkte Methode? 17:293-301, November.

The answer to this query is: the direct method conforms to psychological and pedagogical principles. Gribsch advocates, therefore, such a method unreservedly.

11. **Kramer, Emil.** Sprachübungen in der Elementarschule. 17:301-05, November.

Believes in systematic exercises for drill, based upon the reading or upon the subject-matter under discussion.

12. **Hamann, F. A.** Der Gebrauch der Phonetik im neusprachlichen Unterricht in der High School. 17:305-07, November.

A few general remarks to the effect that phonetic instruction, coupled with oral exercises, will lead through conscious imitation to the acquisition of a good pronunciation.

13. **von Unwerth, Frida.** Wie weit soll der Gebrauch der englischen Sprache im neusprachlichem Unterricht zulässig sein? 17:307-13, November.

Holds that English might be employed in those cases where it means a saving of time, or where it contributes to a deeper understanding.—A stimulating contribution. (Cf. in this connection: *Modern Language Teaching*, London, 12:128-31, July, a monograph written by F. B. Kirkman.)

14. **Cochran, E. E.** Methods of Teaching German in Oklahoma. 17:352-55, December.

Hopes to see modern language teaching standardized so that the direct method will be introduced everywhere. Where the Reform has taken place in Oklahoma, results are more tangible than they used to be by the old method. Comparisons have been made between classes taught by different methods. In this evaluation, the direct method has demonstrated its superiority.

### Educational Review

15. **Whitney, Marian P.** The Place of Reading in the Modern Language Course. 51:189-97, February.

This pertinent article is based in all essentials upon the writer's monograph in *Proceedings of the New York State Teachers Association*, 1912, pp. 212-16.

There is a marked difference between real reading and translating. Work in reading ought to vary so that some parts shall be studied intensively and others extensively. (Cf. review in *Modern Language Bulletin of Southern California Association*, April, 1916, p. 20.)

16. **Krause, Carl A.** Why the Direct Method for a Modern Language? 51:254-67, March.

The direct principle should be observed in efficient modern language instruction. A word on reading concludes the paper.

17. **Ballard, Anna Woods.** The Direct Method and its Application to American Schools. 51:447-56, May.

The only way of teaching that difficult subject of French pronunciation is by the use of Phonetics.

18. **Zick, Henry.** The Teaching of Modern Languages in European Secondary Schools. 51:488-510, May.

This report to Dr. Wm. H. Maxwell, City Superintendent of Schools, New York, is a painstaking, scholarly account of the writer's observations in England, France, and Germany. Its perusal will prove of decided profit. Withal, the best teaching in those countries is done by a direct method.

(Appeared in April, 1916, as a Bulletin of the High School Teachers, Association of New York City, No. 62, pp. 13-19.)

### The School Review

19. **Deihl, J. D.** A Plan for Handling Advanced Reading-Texts in Modern Foreign Languages. 24:359-64, May.

Outlines and discusses five "processes" for more effective treatment of reading-texts in the third and fourth year of high-school instruction. The suggestions are sane, and are the outgrowth of actual class-room experience.

20. **Deihl, J. D.** Directed Teaching and Directed Observation.—A Correction and an Explanation. 24:515-20, September.

A friendly polemic aimed at Mr. Weigel's reference to the Wisconsin plan of training teachers; cf. No. 4.

21. **Bovée, A. G.** French Phonetic Training in the University High School. (Chicago). 24:675-79, November.

Illustrates the French vowels and the French consonant-sounds by two charts with the symbols of the International Phonetic Association. Explains his method of handling the charts.

### Education

22. **Sutherland, W. A.** Grimm's Law and its Relation to the Study of Foreign Languages in High Schools. 37:49-50, September.

Believes in the importance of teaching this law to *beginners* as well as to advanced university students.

### The Pedagogical Seminary

23. **Barrows, Sarah T.** Experimental Phonetics as an Aid to the Study of Language. 23:63-75, March.

Champions from her own experience Experimental Phonetics as having actual and permanent value to the student and teacher of language in learning or teaching pronunciation. Thirteen "figures" illustrate a few kymograph records of speech sounds:—A stimulating exposition of the subject.

### School and Society

24. **Porterfield, Allen Wilson.** The Study of German in the Future. IV, no. 91, pp. 473-80, September 23d.

Presents his opinion that the study of German is highly helpful to Americans, and that the number of students of German is not likely to be affected by the war. (Cf. similarly E. Simmonot's Rapport sur la question de l'enseignement de l'Allemand, in *Les Langues Modernes*, Paris, 14:204-43, Nov.-Dec. Or: *Modern Language Teaching*, London, 12,nos. 1 & 2 seq.; *Die Neueren Sprachen*, 24:385-93, November; *Educational Review*, 52:92-94; *Monatshefte*, 17, No. 7, 8, and 10.)

### Bulletin of the New England Modern Language Association

(Some Definite Proposals for Securing Better Teaching Efficiency in Modern Language Teaching)

25. **Talbot, L. Raymond.** A College Normal Course for the Training of Students to become Teachers of Modern Languages. Vol. VI, May, 1916, pp. 22-26.

Explains his French normal course at Boston University.

26. **Snedden, David.** Some Problems of Special Training of Modern Language Teachers. 6:26-33.

Is convinced that the problems of aim or objectives are most important in modern language instruction in America. Recommends a full discussion of administrative ends in our training and teaching.

(Voices the same sentiments in his *Problems of Secondary Education*, Houghton Mifflin Company, Boston, 1917. 333 pp. \$1.50. Chapter XIV, pp. 150-68, is addressed to a Teacher of Modern Languages.—A book of force and of independent thought.)

27. **Bagster-Collins, E. W.** The Work of a Teachers' College in the Training of Modern Language Teachers. 6:33-42.

Stresses besides a few general courses in education, methodology with phonetics and observation with practice teaching. Some such plan as the German *Probejahr* seems to him the best solution. Bagster-Collins speaks authoritatively.

### **Bulletin of the New York State Modern Language Association**

28. **Orr-Carson, Agnes.** The Question Before Us. Vol. 2, No. 4, pp. 43-52, January.

An introductory paper read at the 7th Annual Meeting (1915). Thinks that results, not methods, should be our aim. It is, however, not quite patent from this article how to obtain results without method.

All good teaching, indeed, must have guiding principles, i. e., method. (Cf., e. g., Henri Hovelague, *Des Langues Vivantes, des Humanités, de la Culture in Les Langues Modernes*, Paris, 14:97-110, May-June.)

29. **Sachs, Julius.** The Essentials in the Preparation of a Teacher of Modern Languages. Vol. 2, no. 5, pp. 55-71, February.

Phonetic training and mastery of the foreign language in every phase are considered requisites for future success. (Cf. *Mod. Language Bulletin*, Southern California, 2, 2:5-6, October, résumé of a paper by R. Schevill.)

30. **Hyde, Isabelle.** French as a Commercial Subject. Vol. 2, No. 7, pp. 83-89, April.

Enumerates the business pursuits requiring a knowledge of French. Outlines the work in French for a three years' commercial course in a girls' high school. The last remarks deal with the practical results of the Commercial French Course.

(Appeared synchronously in *Bulletin of the High School Teachers' Association of New York City*, No. 62, pp. 19-24.)

### **Modern Language Bulletin**

Published by the

Modern Language Association of Southern California

31. **Johnston, Oliver M.** A Suggestion with Reference to the Interpretation of French Grammar. Vol. II, No. 1, April, pp. 2-5.



Has selected the position of the adjective, the use of the subjunctive, and the use of the past tenses of the indicative to illustrate the importance of endeavoring to interpret the principles underlying the facts of grammar.—Suggestive and helpful remarks.

32. **Espinosa, Aurelio M.** *La Enseñanza del Español*, Vol. II, No. 2, October, pp. 6-8.

Pleads for thoroughness of preparation of teachers of Spanish. French and German professors should not teach Spanish, just as French, e. g., should not be entrusted to Spanish or Italian instructors.

33. **Wheeler, Carleton Ames.** *Why German?* Vol. II, No. 3, December, pp. 1-7.

A sympathetic study of the reasons why German should retain its position as an important educational subject. Cf. no. 24.

#### **The Wisconsin Association of Modern Foreign Language Teachers**

34. **Goodnight, S. H.** *The Choice of Reading Matter.* Bulletin No. 1, January, pp. 3-9.

Briefly speaks of the general principles in order to discuss in detail in a sound and forceful manner the types of reading matter in German. His comments on practical problems are timely and worth reading.

35. **Ruddock, Edith L.** *Types of Class Work.* 1:9-11, January. An academic argumentation pro et contra Direct Method.

36. **Menger, Jr., F. J.** *Modern Language Study as a Contribution to the Ethical and Cultural Development of the Student.* 1:12-16, January.

Languages are literary, social, and humanizing factors in education.

37. **Young, Charles E.** *The Status of Modern Language Teacher Training in the Colleges and Normal Schools of Wisconsin.* Bulletin No. 3, November, pp. 6-8.

The short report deals almost entirely with German. It gives information of what is actually being done. Pious wishes are not recorded.

#### **Association of Modern Language Teachers of the Middle States and Maryland**

38. **Hervey, William Addison.** *Report by the Committee on Investigation and Resolutions.* Proc. 3d Annual Meeting, Nov. 27, 1915. Publ. 1916, pp. 4-13.

A revised plan for an Aural and Oral Test for admission to college in French, German, and Spanish. Questions and answers are listed in three tables.—An illuminating report with subsequent discussion.

### **University of Illinois Bulletin**

School of Education, No. 15

39. **Brown, J. Stanley.** Supervised Study in Modern Languages. Vol. 13, No. 21, Jan. 24th, 1916, pp. 301-04.

Explains the scheme in vogue at Joliet. The direct method is employed with gratifying results. It presupposes well-prepared, enthusiastic teachers.

### **Examination of the Public School System of the City of Buffalo** by the Education Department of the State of New York, 1916.

40. (**Price, William R.**) Modern Languages. Report on Teaching in the Elementary Schools, pp. 105-09. Report on High Schools, pp. 131-33.

An objective, authoritative survey with definite recommendations to make the study of modern languages worth while, essentially uniform, and adequately supervised.

### **The Sierra Educational News**

Proceedings of the California High School Teachers' Association

41. **Cooper, William A.** Collegiate Training of High School Teachers of German. Vol. 12, No. 8, August, 1916, pp. 127-34.

Elucidates the Stanford University plan of preparing students to teach German by a teachers' course and practice teaching. The latter is for the most part done at home in the college itself. While this system is not perfect, it has nevertheless some advantages.

42. **Turner, L. M.** Les Limitations de la Méthode Directe. Vol. 12, No. 8, 140-43, August.

Presents nothing new as he himself admits. Though a University teacher, Turner confuses the Direct Principle with the Direct Method as an art, which to him is an iron-clad device. The writer is not aware of the fact that the direct method as applied to American conditions is not, in details of procedure, la méthode directe en France, but rather a reform method, direct in principle but flexible in its application. A direct method does not use the foreign tongue exclusively with fanatic zeal.

The Modern Language Journal

43. **Kayser, C. F.** The Federation and the Proposed Modern Language Journal. 1:1-9, October.

An opportune plea in behalf of professional organizations. Cf. in this connection: W. A. Cooper, in *Modern Language Bulletin of Southern California*, 2, 2:1-4, October. (Reprinted in University of the State of New York Bulletin, No. 628, December 1, pp. 14-21.)

44. **Méras, Albert A.** Possibilities in a Reading Lesson. 1:10-17, October.

Valuable hints for the treatment of French reading lessons. A direct-method procedure is cogently advocated.

45. **Holbrook, Richard T.** The Editing of French Texts for Schools and Colleges. 1:18-32, October.

Gives sane advice as to the text proper and the pedagogical apparatus such as notes, questions, exercises, and vocabularies. Editors will find many helpful ideas in this article, especially in regard to the compiling of a vocabulary.

46. **Carl A. Krause.** Literature of Modern Language Methodology in America for 1915. 1:33-40, October.

An enumeration of the methodological and phonetic publications of 1915 with epitomes. (Cf. an abstract in University of the State of New York Bulletin, No. 628, p. 22; *Modern Language Bulletin of Southern California*, December, p. 17.)

47. **Purin, Charles M.** The Direct Teaching of Modern Foreign Languages in American High Schools. 1:43-51, November.

Wishes to see the Direct Method as applied to American schools preferably called the Reform Method, since it approximates rather the German system than the non-elastic, radical *Méthode Directe en France*. In the last analysis, however, Reform Method means direct teaching as opposed to the traditional indirect grammar-translation procedure. Purin himself—like others—speaks of the "Reform Method better known as the 'Direct Method'," thereby using the two terms synonymously as, e. g., in *Modern Language Notes*, 21:320, May. (Cf. abstract in *Modern Language Bulletin, Southern California*, II, 1:5-6, April.) Cf. likewise on this point C. A. Krause, *Über die Reformmethode in Amerika*, 1914, pp. 6-7.

48. **Deihl, J. D.** Individual Differences and Note-Book Work in Modern Foreign Languages. 1:52-58, November.

Discusses two plans for French and German classes to provide for the individual needs of the pupils.

49. **Stroebe, Lilian L.** *Das Studium der Geographie und Landeskunde Deutschlands.* 1:59-71, November.

A stimulating contribution to the topic: Realien. Recommends a number of excellent, illustrated books that will familiarize the studious teacher with land and people. Again emphasizes the necessity of possessing a small, well-selected library. When all is said and done, a teacher, at least, should understand the life and soul of the foreign nation.

50. **Hervey, Wm. Addison.** *Oral Practice—Its Purpose, Means, and Difficulties.* 1:79-91, December.

A powerful brief for oral training and oral proficiency in modern languages. Columbia University in 'Oral Practice' is leading the academic procession. (Reprinted in University of the State of New York Bulletin, No. 628, pp. 23-35.)

51. **Laub, Allen V.** *The Review in Modern Language Teaching.* 1:92-95, December.

Points out the importance of systematic and thorough reviewing and drilling in the vocabulary, forms, syntax, and thought material.

52. **Gianella, Amelia F.** *The Use of Flash Cards for Drill in French.* 1:96-99, December.

A dubious scheme.

53. **Wood, Charlotte.** *Socialization of the Modern Foreign Language Recitation.* 1:100-04, December.

The spirit of universal brotherhood should permeate our instruction.

54. **Reichling, G. A.** *The Correlation between the Ability to Classify German Vocables into their Semasiological Categories and the Knowledge of their Exact Signification.* 1:105-09, December.

A preliminary study of the above problem. Presents percentages and word-lists.

55. **Mersereau, E. B.** *How can we create an Interest in Outside Reading in our German Classes, and how direct it?* 1:111-12, December.

Draws four conclusions about outside reading. Cf. Kenngott's treatises.

#### **University of the State of New York Bulletin**

##### **The Equipment of the Modern Foreign Language Teacher**

56. **Jonas, J. B. E.** *The Equipment of the Modern Foreign Language Teacher, Bulletin No. 628, December 1, pp. 3-9.*

Has some novel ideas. By way of digression, agitates a lengthening of the school year, the sabbatical, and opening of school in October.

57. **Méras, A. A.** College Training of Teachers of Modern Languages, pp. 10-13.

Suggests for a diploma as teacher of French seven theoretical and practical graduate courses and a state examination to test the candidate's oral and aural ability in the use of the modern language.

58. **Paget, Frances.** Some points in Technic in Modern Language Teaching: pp. 36-45.

Gives valuable, concrete advice on the treatment of pronunciation, dictation, reading, conversation, exercise writing, composition, and 'unclassified points' in teaching French.

59. **Ballard, Anna Woods.** The Teaching of French Pronunciation by the Use of Phonetic Symbols, pp. 46-51.

Considers the use of phonetic symbols the swiftest, surest, and most interesting method of attaining a correct French pronunciation. Explains her mode of presentation, which is practicable and vital. Cf. 17.

#### BOOKS AND PAMPHLETS

60. **Heyd, Jacob Wilhelm.** Modern Language Series No. 2. Bulletin of the First District Normal School, Kirksville, Mo. Vol. 16, No. 2, February. 15 pp. Gratis.

Takes up in a trenchant manner Reading versus Translation, the Teacher, Method, Grammar, Composition, and Word-building. A brief supplementary book list is given at the close of the brochure. Again stands squarely for the direct method.

61. **Schlenker, Carl.** Bulletin for Teachers of German. The University of Minnesota, No. 8, August, 41 pp. 25 cents.

Written, unfortunately, without a thorough survey of the field. Hence there are numerous misstatements as also many wretched misprints.

(Cf. for reviews *Modern Language Journal*, 1:113-14, December; *Wisconsin Bulletin*, 3:12.)

62. (**Fiske, G. C.**) Foreign Language Study. Bulletin of the University of Wisconsin, December, 14 pp. Gratis.

Issued by the College of Letters and Science through a Committee of Three, representing the Classical, Romance, and Germanic languages. The purpose of the pamphlet is to furnish an authentic statement on the aim and value of foreign language study. As it stands, it may be of value to the teaching of classics.

63. (**Prokosch, E.**) The Foreign Language Teachers' Bulletin, Bulletin of the University of Texas, No. 20, April 5, 18 pp. Gratis.

This is a Special Number for Teachers of Modern Languages and contains a Report on the Conditions of Modern Language Instruction in the Secondary Schools of Texas. It follows the order of the questionnaire which was sent to all teachers in the State. Definite recommendations are embodied for the sake of improving conditions, of offering guidance in reading texts, et al.

64. (**Whitney, Marian P.**) Vassar College Graduate Course in German. Bulletin, VI: 2, April.

An Announcement and Course of Study. The reasons for offering such a one-year graduate course leading to the degree of M.A., especially adapted to the need of those intending to teach German, are set forth minutely and lucidly. Vassar has taken the initiative in a movement which, we hope, will spread from Coast to Coast.

65. **Bobbitt, Franklin.** What the schools teach and might teach. Cleveland Education Survey, 1916. 108 pp. 25 cents.

Just four pages are devoted to Foreign Languages, pp. 94-97. This chapter is, therefore, highly superficial and the writer gullibly opinionated as he leans on a report made ten years ago, much of which is no longer tenable. (Cf. Scherer's comments in *Monatshefte*, Vol. 17, October, No. 9.)

66. **Starch, Daniel.** Educational Measurements. Macmillan, New York, 1916. 202 pp. \$1.25.

Chapters XI, XII, and XIII, pp. 171-87, are on the measurement of ability in Latin, German, and French. We shall leave chapter XI to the classicist for digestion and confine our remarks to the modern languages.

The author's tests for measuring mental ability are not all psychological, pedagogical, or dependable. They signify nothing for educational guidance. They are tragicomical.

Test I is a vocabulary test to measure the size of a pupil's vocabulary. It is supposed to be a *representative* and *uniform* sampling of the entire foreign vocabulary, composed of two sets of 100 words each. These lists contain numerous exotic, quixotic vocables and show like all the sets many typographical errors. The second kind is a reading test composed of a series of thirty disconnected sentences arranged roughly in the order of increasing difficulty. The purpose is to measure a pupil's ability to *read* German or French by *translating* the various sentences.

It is high time that some linguists enter the ranks of experimental psychologists to insure standardized, scientific measurements of ability in foreign languages. Then the day of crude, subjective, amateurish measurements in our field will be over.

HUGO P. THOMPSON  
ANN ARBOR, MICH.

(Cf. for destructive criticisms of the book: *The School Review*, 25:62-63, January, 1917; and *Educational Review*, 52:527-28, December.)

That the psychologists themselves are highly skeptical of many experimental studies on measurement of mental ability, is proved, e. g., by W. A. McCall, *Correlation of Some Psychological and Educational Measurements*, Teachers College, Columbia University, New York City, 1916.

67. **Brown, Rollo Walter.** How the French Boy Learns to Write. Harvard University Press, Cambridge, 1915. 2 impr. 1916, 260 pp. \$1.25.

Chapter VI, pp. 155-173, is on Foreign Languages where the Direct Method in Modern Languages and its influence on the native tongue is described. The Preparation of the French Teacher is another illuminating exposition. The main stress lies, of course, upon composition work. The whole study is sympathetic, suggestive, and stimulating. We, in America, can and should learn much from such a comparative, first hand study of educational method.

(Cf. reviews in, e. g., *Les Langues Modernes*, 14:72-73, March-April; *Educational Review*, 52: 206, September.) Cf. *Compte Rendu du Deuxième Congrès de Langue et de Littérature Française*, Publ. 1916.

68. **Krause, Carl A.** The Direct Method in Modern Languages. Scribner's, New York, 1916. 139 pp. \$.75.

Ten previously published contributions to methods and didactics in modern languages, dealing with various phases of our teaching. The basic principles of the direct method as also their application to our instruction are discussed.

(Cf. reviews in: *Monatshefte*, 17: 321-22, November; *The School Review*, 25: 61-62, January; *Modern Language Notes*, 32: 320, May.)

69. **Prokosch, E.** The Sounds and History of the German Language. Holt, New York, 1916. 212 pp. \$1.75.

The ideal book for collegiate courses on phonetics and on the history of sounds and of forms. It is indispensable to a progressive teacher as a Vade mecum on questions of German pronunciation (Part I.)

The second, historical part shows a wholesome individuality of presentation.

(Cf. review in: *The Modern Language Journal*, 1:317-19, May.)

**Conclusions:** 1. 1916 shows the high-water mark of methodological output in America: 69 treatises by 59 different writers. Prior to it, thirty-seven articles had been the most as in 1904, 1913, and 1914. We seem to have become less dependent upon Europe.

2. The importance of phonetics is realized more and more, chiefly for the teaching of French pronunciation.

3. Women have published liberally with 15 of 69 contributions.
4. The Romance Languages are represented with 15 of 69, which likewise shows an increasing attention to matters pedagogical. Strangely enough, Spanish is a waif with but one monograph.
5. The appearance of the nation-wide MODERN LANGUAGE JOURNAL is undubitably of prime importance in linguistic methodology.
6. The **Direct Principle** patently reigns supreme among those who know, experiment and publish.

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## NAMES OF WRITERS

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New York City.

CARL A. KRAUSE.

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## NOTES AND NEWS

### REPORT ON THE MODERN LANGUAGE CONFERENCE IN PORTLAND

The Modern Language Conference held in connection with the N. E. A. meetings in New York, in July, 1916, having proved such a pronounced success (see *Journal*, I. 41f.), it was decided to repeat the experiment this year in Portland, Oregon, and the undersigned was appointed to arrange for the program and preside at the meetings. The quiet library room in the beautiful new Lincoln High School building was set apart for the Conference and afforded ample room, not only for the meetings, but also for an effective display of modern language textbooks and periodicals, of which Mr. Carleton Ames Wheeler, of the Hollywood High School, Los Angeles, had charge. The attendance at the opening of the Conference was 65, and grew steadily, till the number of those present the second afternoon was approximately 130.

The committee appointed to arrange for the Conference consisted of the following, beside the chairman: Mr. Carleton Ames Wheeler, president of the M. L. A. of Southern California; Miss Martha A. Ijams, secretary of the Romanic Language Association of California; Dr. Wm. R. Price, superintendent of Modern Language Instruction in the State of New York; and Professor J. P. Hoskins, president of the Eastern Federation of Modern Language Teachers' Associations.

The following papers were read:

1. Ideals of the Profession, by Professor W. A. Cooper, Stanford University.
2. University Training of the High School Teacher of Modern Languages with Particular Reference to French, by Professor Oliver M. Johnston, Stanford University.
3. Directed Observation and Practice Teaching, by Miss Lydia M. Schmidt, University High School, Chicago.
4. Downward Extension of the Modern Language Curriculum, by Dr. I. C. Hatch, Polytechnic High School, San Francisco.
5. The Place of a Foreign Language in an Education, by Miss Roberta Tanquary, A.M., Technical High School, Oakland, Cal.
6. Interest as a Factor in Modern Language Teaching, by Miss Anna M. Tietjen, High School of Commerce, San Francisco.

7. Practical Classroom Devices for the Modern Language Teacher, by Mr. Carleton Ames Wheeler, Hollywood High School, Los Angeles.
8. The Place of Poetry in the Teaching of French, by Miss Laurence H. Péchin, High School of Commerce, San Francisco.
9. What Spain has to Offer to the American Teacher, by Mrs. Mary P. Cox, Manual Arts High School, Los Angeles.
10. The Organization of High-School Work in Spanish, by Miss Margaret C. Dowling, Mission High School, San Francisco.
11. The Standardization of Instruction in German, by Professor F. W. Meisnest, University of Washington.
12. The Use of Wall Pictures for Conversation and Composition in German, with Demonstrations, by Dr. P. E. Schwabe, Head of Department of German, City High Schools, Portland.
13. How to Spend a Year in Germany with Profit and Pleasure, by Professor Charlotte A. Knoch, Stanford University.

There was one other paper on the printed program, but the speaker failed to appear.

Nos. 8, 9, and 10 were read in a section meeting of teachers of the Romance languages, while 11, 12, and 13 were read in a corresponding section meeting of teachers of German. Beside these section meetings, which were held simultaneously, there were three general sessions of the Conference.

As the papers will doubtless all, or nearly all, be published, it is not necessary here to give a résumé of their contents.

The discussions of the papers were characterized by perfect freedom and real earnestness, and showed that the teachers present were deeply interested in the problems of their profession and were by no means behind the times, as one might, without thinking, be inclined to expect of colleagues working on the frontier. But it would be a mistake to think of the Pacific States nowadays as a frontier in matters educational. This statement is based on remarks made by prominent colleagues from east of the Mississippi, who attended the four sessions in Portland.

The seriousness of the teachers became apparent during the round-table discussions. Provision had been made on the program for four such free-for-all discussions, the following topics having been proposed: (1) Professional Periodicals and Affiliations, (2) Direct Method and Expansion of Curriculum, (3) Textbooks—

Do they lead or lag? (4) Self-help and Daily Growth. But, instead of being satisfied with discussing these topics, the meeting showed clearly that it was in a mood for action. The question of organizing the Pacific States in harmony with the eastern Federation and the Central West Association was raised, and a committee was appointed to draw up a tentative constitution. As was naturally to be expected, there were various interests and prejudices to be considered in the first attempt at organization, and, knowing such would be the case, the chairman insisted at all times that whatever was done in Portland should be looked upon as merely tentative, for the organizations that would be concerned in a federation had not been asked to send instructed delegates, and a federation should adopt a constitution of its own making, not one made by the teachers in attendance at Portland. A tentative constitution was adopted and a motion was passed that the Portland meeting should be considered the first annual meeting of the new Association, even though only two temporary officers were elected (president, Professor Johnston, Stanford University; secretary-treasurer, Mr. Carleton Ames Wheeler, Los Angeles), and the organization was still far from completed.

The chairman's full report on the organization, together with some proposals for the final constitution, will appear in an early number of the *Modern Language Bulletin*, published by the M. L. A. of Southern California.

The direct method came up for discussion early on the program, and while there was some diversity of opinion as to the definition of the term, there was no division as to the desirability of using the direct principle wherever properly qualified teachers are employed. A vote on this point seemed to be demanded by the meeting, and, when the question was put, the Conference went on record as unanimously in favor of the direct principle of teaching the modern foreign languages.

Unfortunately, the textbook discussion had to be omitted, partly to leave time for effecting the temporary organization, and partly because the sessions were adjourned on scheduled time, to prevent regrettable long-drawn-out endings to snappy meetings.

A fine spirit pervaded the meetings, and the good accomplished will be heard from, not only this year, but for years to come.

W. A. COOPER, Chairman.

Stanford University.